DOCUMENT RESUME

ED 324 126 PS 019 105

AUTHOR Bearey, Elizabeth G.
TITLE A Systematic Behavior Modification Program To Increase Appropriate Behavior of the Exceptional Student in the Mainstream Classroom.
PUB DATE Sep 90
NOTE 106p.; M.S. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Elementary School Students; Emotional Problems; Grade 4; Grade 5; Intermediate Grades; Learning Disabilities; *Mainstreaming; Program Design; Program Effectiveness; Program Evaluation; *Student Behavior; *Student Improvement; *Teacher Improvement; Technical Assistance

ABSTRACT

An exceptional student education specialist implemented a 10-week practicium intervention designed to decrease the inappropriate behavior and increase the appropriate behavior of exceptional students who had been mainstreamed into regular fourth- and fifth-grade classes. A total of 16 students classified as learning disabled or emotionally handicapped, and 10 of their regular education and special education teachers, participated in the intervention. An individualized daily behavior plan identifying rules, consequences for inappropriate behavior, and rewards for appropriate behavior was consistently implemented in all the students' classes. Technical assistance for effectively working with the exceptional students by identifying and discussing behavior management techniques was provided to each regular education teacher every 3 weeks. The regular classroom teachers were expected to improve their ability to work with mainstreamed exceptional students. Practicum evaluation data indicated that the intervention was successful. Related materials, such as a daily behavior plan, a parent-student contract, a guide to behavior management techniques, and charts and tally sheets showing program results, are appended. (RH)

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A SYSTEMATIC BEHAVIOR MODIFICATION PROGRAM TO INCREASE APPROPRIATE BEHAVIOR OF THE EXCEPTIONAL STUDENT IN THE MAINSTREAM CLASSROOM

by

ELIZABETH G. BEAREY

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A Practicum Report
submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

September/1990

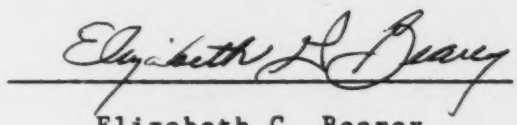
Abstract

A Systematic Behavior Modification Program to Increase Appropriate Behavior of the Exceptional Student in the Mainstream Classroom.
Bearey, Elizabeth G., 1990: Practicum Report, Nova University, Center for the Advancement of Education.
Descriptors: Special Education/Mainstreaming/Behavior Modification/Classroom Techniques/Behavior Change/ Contingency Management/Exceptional Child Research/

The disproportionately high rate of behavior referrals generated by mainstreamed exceptional students was addressed by the development and implementation of a systematic behavior modification program. This behavior modification program was created to increase the appropriate behavior, therefore, decreasing the inappropriate behavior of the exceptional student in the mainstream classroom while also increasing the ability of regular education teachers to effectively work with mainstreamed exceptional students. A target group of fourth and fifth grade exceptional students classified as learning disabled or emotionally handicapped and the regular and special education teachers responsible for the education of those students composed the target population. Involvement from the principal and assistant principal was also necessary. An individualized daily behavior plan identifying specific rules, consequences for inappropriate behavior, and rewards for appropriate behavior was consistently implemented in all of the mainstreamed exceptional students' classes. Technical assistance on effectively working with the exceptional student by identifying and discussing specific behavior management techniques was provided to each regular education teacher once every three weeks. Statistics pertinent to the number of behavioral referrals sent to administration before and during implementation reflects a reduction in the number of referrals each of the targeted students received. A reduction in the number of referrals written by the targeted regular education teachers on the mainstreamed exceptional students was also obtained. Test results further indicate that the behavior modification program was effective in transferring appropriate behavior to new situations. Included in the appendices are the daily behavior plan, parent/student contract, behavior management techniques, charts, and results.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.



Elizabeth G. Bearey

The writer wishes to acknowledge the significant contribution Mrs. Sandy Whalen, school psychologist, made to the development of the daily behavior plan. The sharing of her keen insight into the psychological needs of the exceptional student was invaluable to the writer.

Appendix J

Nova University
Center For The Advancement of Education
3301 College Avenue
Fort Lauderdale, FL 33314

Observer Verification Form

Verification of Practicum Activity

Dear Observer:

Practicum students in Nova's M.S. and Ed.S. programs are asked to provide external verification that the project activities reported in their final practicum documents took place as described. You have been designated an observer to fulfill this confirmation function by the student named below. On this sheet, then, please write a note attesting to your knowledge of the project activity described in the final practicum report to which this will be attached. (Note that you are not asked to evaluate or make judgments about the quality of the project.)

Practicum Title A Systematic Behavior Modification Program to Increase Appropriate Behavior of the Exceptional Student in the Mainstream Classroom

Student's Name Elizabeth G. Bearey

Program Site Hollywood, FL. **Date** 3/16/90

Observer's Name _____ (please print---------and sign) ROBERT P. SULGER

Observer's position Principal **Phone #** 985-2960

Observer's comment on impact of the project (handwritten):

It is my belief that Mrs. Bearey has been instrumental in improving appropriate behavior in the regular classroom.

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CHAPTER I

Purpose

This practicum was implemented in a public elementary school in South Florida. The school site, constructed in 1955, is located on 10 acres of fully landscaped land in a suburban community. The architectural design includes 26 self-contained classrooms arranged in four wings, each housing five to eight classrooms. Located in front of the wings, three additional buildings provide for the office, the media center, and the cafetorium. The principal, the office manager, the bookkeeper, and the secretary are housed in the office. A small clinic is also located in the office. A school nurse reports once a week. Three small conference rooms located inside the media center house the assistant principal, the exceptional student education specialist, and the guidance counselor. Well maintained lawns, shrubs, and trees surround the school structure. The eastern boundary of the school contain four acres which is used as a student physical activity play field.

As a result of the community's socio-economic conditions, the school was designated by the district as a Performance Improvement Program (PIP) school. PIP is a comprehensive program for improving the academic performance and behavior of students in PIP schools. The school was augmented with an assistant principal, a community liaison, a social worker (one day a week), a school psychologist (one day a week), and three teacher aides. The school also received a new Tandy computer lab equipped with 32 computers and a computer teacher assistant.

There were 28 teachers and 11 teacher aides on staff. In addition to the principal, other support personnel included: a full-time assistant principal, a full-time primary specialist, a part-time guidance counselor who also taught Chapter I pull-out classes for half of the day, and a part-time Exceptional Student Education (ESE) Specialist who also taught mainstreamed exceptional education students in a varying exceptionalities resource room for half of the day. Twenty of the teachers held Bachelors degrees, 12 teachers held Masters degrees, and one teacher held an Educational Specialist degree. Eighteen teachers had

continuing contracts. The teachers had been teaching at this school site from 1 to 28 years; therefore, the average length of time teachers have taught at this school site was 8.5 years.

In addition to providing kindergarten through fifth grade self-contained classes, the school offered a pre-kindergarten class; Chapter I pull-out classes for regular education students meeting criteria for remedial services in first, second, fourth, and fifth grades; Chapter I matching staff classes for third grade; three drop-out prevention self-contained classes for disinterested and low achieving regular education students in fourth and fifth grades; speech/language pull-out classes for speech/language exceptional education students; and 1 1/2 varying exceptionality resource classes for mainstreamed exceptional education students classified as specific learning disabled, emotionally handicapped, or physically impaired. These students received part-time services in the varying exceptionalities resource room and were mainstreamed into regular education classrooms for the remaining part of the day. Each student was provided with art, music, media, computers, and physical education classes

in addition to the compulsory subjects of reading, spelling, language, writing, math, science, social studies, and health.

The school enrollment was 481 students. The ethnic breakdown was as follows: 27.8 percent or 134 White, 46.4 percent or 223 Black, and 25.8 percent or 123 others (Hispanic, Asian, and Indian). There were 361 students or 75 percent of the school enrollment participating in the free or reduced lunch and breakfast programs. There has been a gradual increase of the Black non-Hispanic and the Hispanic student populations and a decrease in the White non-Hispanic student population.

This school is located in a multiculture low socio-economic neighborhood. A newly constructed community recreation center and track field is located on the north side of the school site. The other three sides of the school are surrounded by low income single-family dwellings. Many of the students come from one-parent homes.

This school is concerned with the mental, physical, and emotional needs of the students relative to their effective learning. The school believes

students learn most effectively in a safe environment. It is felt by providing a feeling of warmth and acceptance, as well as structure and firmness, students will feel secure. Furthermore, the school believes in continuity of curriculum and provides a comprehensive course of study to develop competencies in the basic skills that will allow the students to function successfully in our world today and in the future. The school curriculum is flexible to meet the changing needs of the students. The school provides learning experiences and materials that meet the interest and needs of the students. The school adjusts programs for the special needs of students. The school is also committed to parent and community involvement to enhance the lives of the students.

The writer is the Exceptional Student Education (ESE) Specialist at the school who also taught mainstreamed exceptional students in a varying exceptionalities resource room for 2 1/2 hours each day. The class was composed of 10 fourth and fifth grade students classified as either specific learning disabled or emotionally handicapped. The writer was responsible for teaching reading, spelling, writing,

language, and math to each student at the student's instructional level. The writer has a Bachelors degree in specific learning disabilities with 11 years teaching experience in exceptional education. The last four years experience has been as an ESE Specialist. The writer has been at this school site for the last three years. The writer is married and has no children.

There were 28 mainstreamed exceptional students ranging from first to fifth grade enrolled at the school. The students were dispersed between nine regular education teachers and 1 1/2 special education teachers. Each mainstreamed exceptional student was serviced by one regular exceptional teacher, one special education teacher, one art teacher, one music teacher, one physical education teacher, one library teacher, and one computer teacher. The writer worked with all fourth and fifth grade mainstreamed exceptional students classified as specific learning disabled or emotionally handicapped and all teachers involved with the education of those students. Sixteen mainstreamed exceptional students and a total of 10 teachers--one fourth grade teacher, two fifth grade

teachers, the music teacher, the art teacher, the library teacher, the physical education teacher, the computer teacher, and two special education teachers (one being the writer)--were involved. Fourth and fifth grade mainstreamed exceptional students were chosen because most behavioral referrals were generated in these two grade levels and the regular education teachers were willing to participate in this program.

With the passage of Public Law 94-142, the Education for all Handicapped Children Act of 1975, exceptional students are to be educated in the least restrictive environment. For many exceptional students that means being mainstreamed into a regular education classroom for at least part of their day (Dodd, 1980).

Currently, when an exceptional student is mainstreamed into a regular classroom a staffing is held to determine what academic subjects and for how long during the school day the exceptional student should be mainstreamed. The regular teacher is provided with the student's academic levels. Recommended modifications to the student's instructional program while in the regular classroom may also be discussed.

However, little if any technical assistance is provided to the regular education teacher on how to effectively work with the student. Because the regular education teacher is not provided with the training needed to work with the mainstreamed exceptional student, the regular education teachers often impose the same expectations on the exceptional student as they do the regular education student. Sometimes, perceiving that the exceptional student was mainstreamed because the student's "problem" had been "solved," projects expectations that are too high. Other times expectations that are too low are projected, thinking that because the student is "exceptional" and has "problems," not much could be expected. As a result, the regular education teacher responds inconsistently towards the mainstreamed exceptional student.

Concurrently, the exceptional student is not prepared for what changes to expect in the mainstream classroom. As a result, the mainstreamed exceptional student becomes confused about what is expected. Out of anger and frustration, the mainstreamed exceptional student responds in a way in which the regular

education teacher views as inappropriate. The result is a behavioral referral to administration.

The exceptional student is reprimanded and punished for the inappropriate behavior. Often the exceptional student does not understand the reason for the referral or the punishment. Upon returning to the regular education classroom, the problem of expectations and inconsistency is still present. The causes for the problem have not been addressed. As both the regular education teacher and the mainstreamed exceptional student continue to work together, both become more and more frustrated. The behavior of the mainstreamed exceptional student deteriorates while the number of behavioral referrals to administration increases.

During the 1988-89 school year, administration received a total of 869 behavioral referrals. One hundred fifty-six or 18 percent of the behavioral referrals were written on mainstreamed exceptional students. The total school enrollment of mainstreamed exceptional students was 22 students or five percent. Clearly, the data indicates mainstreamed exceptional

students generated significantly more behavioral referrals than regular education students.

When further examined to identify where the mainstreamed exceptional students generated those behavioral referrals, 120 or 77 percent were written by a regular education teacher in a mainstreamed setting. Both regular education teachers and administrators spent a disproportionate amount of time dealing with the inappropriate behavior of the mainstreamed exceptional student and still changes in the behavior of the student in the mainstream classroom did not occur.

Clearly, a need existed for a behavior modification program which would increase appropriate behavior of the exceptional student in the mainstream classroom. The writer felt such a program must provide the structure and consistency that most exceptional students require as well as providing effective techniques for the regular education teacher to implement in working with the mainstreamed exceptional student. At that time, there was no formal plan to deal with these students.

It was the goal of the writer that such a systematic behavior plan be developed and adopted for use school wide by school personnel when an exceptional student is mainstreamed into a regular classroom. In developing such a behavior modification program, the writer hoped to achieve the following objectives:

1. During the 10-week implementation period, the 16 mainstreamed exceptional students participating in the behavior modification program will decrease their inappropriate behavior in the mainstream classroom by showing a reduction in the number of behavioral referrals sent to administration from an average of three per week to 1.5 per week. This will be a 50 percent reduction.

2. During the 10-week implementation period, the 16 mainstreamed exceptional students participating in the behavior modification program will increase appropriate behavior in the mainstream classroom by maintaining a daily average of 50 points out of a possible 60 points as measured by the student's daily point chart. Each student begins the school day with 60 points as shown on the student's behavior plan (Appendix A:75) and 10 points are removed (by crossing

out a box) by the teacher for each targeted inappropriate behavior the student exhibits during one school day.

3. During the 10-week implementation period, the eight regular education teachers who have mainstreamed exceptional students participating in the behavior modification program will each improve their ability to work with mainstreamed exceptional students by showing a reduction in the number of behavioral referrals each writes on the 16 targeted mainstreamed exceptional students from an average of 2.9 per week to 1.45 per week. This will be a 50 percent reduction.

CHAPTER II

Research and Solution Strategy

Mainstreaming, the placing of handicapped students in the "least restrictive environment," is the direct result of the passage of Public Law 94-142, the Education of All Handicapped Children Act of 1975 (Dodd, 1980).

In placing handicapped students in the least restrictive environment, more responsibility for educating these students has been assumed by regular education teachers in regular classroom environments (Salend and Henry, 1981). However, Pugach, as cited by Dodd (1980:51), states many regular education teachers "question their ability to teach special students." Regular education teachers are geared to teaching and managing whole classes rather than individualization based on each student's needs. Even though colleges and universities now include coursework in mainstreaming for regular education teachers, most practicing teachers have had little or no training in how to work with handicapped students (Dodd, 1980).

Dodd (1980) reports that most of the available literature and inservice training programs on mainstreaming concentrate on the legalities of the law, the fundamentals of writing a Individualized Educational Program (IEP), and addressing the needs of the physically handicapped. They do not deal with the practical application of providing regular education teachers with techniques that can be used with mainstreamed exceptional students in their classrooms nor do they address the needs of the "hidden handicaps (mental, emotional, and intellectual) which are usually more difficult to work with because it is harder for a teacher to acknowledge and deal with a handicap that cannot be seen" (Dodd, 1980:52).

Morsink, as cited by Dodd (1980:51), sees the "inadequate preparation of regular education teachers to work with mainstreamed students as a critical weakness in the implementation of mainstreaming." This lack of adequate preparation of regular education teachers can cause an increase in the behavioral problems of mainstreamed exceptional students in the regular classroom. In addition to the lack of preparation of regular education teachers to work

with mainstreamed exceptional students, differences between regular and special education classrooms also attribute to the increase in the behavioral problems of mainstreamed exceptional students.

Some significant differences include "increased class size, less individualized attention, a faster instructional pace, different evaluation procedures, and more demanding social skills" (Wood and Miederhoff, 1989:66). Salend and Vigliante (1982:137) reports "instructional format, curriculum demands, teaching styles, behavioral expectations, physical design, and student socialization patterns" often differ in regular and special education settings.

Rosenkoetter and Fowler (1986:28) found several "notable differences" between regular and special education classrooms which may place "complex demands" on the exceptional student eliciting opportunities for disruption. For many exceptional students "everyday classroom interactions often lead to anger, frustration, and situations" which disrupt and stop the learning process in the classroom (Slade and Callaghan, 1988:229).

A third factor which also attributes to increases in behavioral problems of the mainstreamed exceptional student in the regular classroom is that of the identified characteristics that have classified the child as an exceptional student. Alberto and Troutman, as cited by Salend, Tintle, and Balber (1988:89), report exceptional students may exhibit a "variety of behaviors that disrupt the learning environment."

Regular education teachers must implement techniques that have been successful in special education classrooms with their mainstreamed exceptional students (Salend, Tintile, and Balber, 1988). However, "traditional behavioral techniques must be modified for successful implementation in regular classrooms" (Salend, Tintle, and Balber, 1988:90). "To implement mainstreaming successfully, existing behavior modification techniques must be adapted to address the concerns and context of regular classroom personnel" (Salend and Henry, 1981:242).

Rosenkoetter and Fowler and Zantell and Gohs, as cited by Slade and Callaghan (1988:229), report one such behavior technique which can be employed to reduce the incidence of "problematic behaviors and create a

more positive learning environment is to incorporate preventive cuing practices into existing classroom management procedures." Cues, such as posting rules, provide reminders to the exceptional student of how "to act in a specific way before the inappropriate action takes place" (White, 1982:66). "Effective cues clearly convey teacher expectations and redirect students to the task at hand with little or no confrontation" (Slade and Callaghan, 1988:231). However, before cuing can be implemented, a diagnosis of the exceptional student's behavior must be identified (Slade and Callaghan, 1988).

Carroll (1987) conducted a study to control the inappropriate behavior of a mainstreamed adolescent male who was classified as learning disabled using a group contingency plan for receiving rewards and consequences. Carroll (1987:189) concluded "reinforcement of correct behavior and punishment of inappropriate behavior can curb inappropriate behavior." One consideration that must be addressed in implementing such a program is to find that particular motivating reinforcer for the student (Carroll, 1987). Also, this approach does not seem to address the needs

of the regular education classroom which contains more than one mainstreamed exceptional student.

Salend and Henry (1981) implemented an individual contingency, teacher-managed, free-token, response-cost system to decrease inappropriate behaviors of two mainstreamed students in regular classrooms. In this study, both students (a second grader and a fifth grader) were classified as learning disabled. The treatment session ranged from 40 minutes for the fifth grader and two hours for the second grader. At the beginning of each session, a specific number of strips of construction paper were taped to the subject's desk. The strips served as redeemable coupons. Each time the subject engaged in the targeted inappropriate behavior, one strip was removed. If the subject had any strips left over at the end of the session, the subject received the agreed upon reinforcer. The results of this study "suggest that a response cost token system may be an effective strategy for reducing inappropriate behavior in the regular classroom milieu" (Salend and Henry, 1981:248).

Another study conducted by Salend, Tintle, and Balber (1988) employed a student-managed, free-token,

response-cost system to decrease off-task behaviors of two mainstreamed students in regular classrooms. One subject was classified as a fourth grade emotionally handicapped student and the second subject was classified as a sixth grade learning disabled student. Both participated in a 20-minute treatment session. A 4 x 6 index card with a pre-established number of circles drawn on it was placed on top of the two subjects' desks. Each time the subject exhibited an off-task behavior, the subject crossed out a circle. If any circles remained at the end of the treatment session, the agreed upon reinforcement was delivered. Significant increases in both subjects' on-task behavior was documented. In addition, improvement in academic performance was also observed. The results of this study "suggest that a student-managed, free-token, response-cost system is an effective strategy for changing behavior of mainstreamed students in regular classrooms" (Salend, Tintle, and Balber, 1988:94). However, a limitation of this system was discussed. Consideration must be given to the self-managed aspect and the certain requisite cognitive and social skills the student must possess in order to implement it.

"For the student who lacks the skills to implement the system, teachers can use a teacher-, peer-, or group-managed system in lieu of a student-monitored system" (Salend, Tintle, and Balber, 1988:96).

A study comparing the efficacy of externally and self-managed, free-token, response-cost systems in decreasing the inappropriate behavior of two learning disabled students in a resource room was conducted by Salend and Allen (1985). The results "suggest that externally managed and student-managed response-cost systems mediated by free tokens are equally effective strategies for reducing the inappropriate behavior of learning disabled students" (Salend and Allen, 1985:65).

Gfeller (1989) recommended a strategy called "sequential modification" for establishing behavioral control in a regular music education classroom. Gfeller's (1989:30) approach "involves using the same procedures of intervention as used in the special education classroom, for example, the same system of timeouts, cues, and rewards." Gfeller (1989) also suggests that the special education teacher and the regular education teacher meet not only to discuss the

student's academic and social skill levels and needs but also discuss the types of situations common in the regular education classroom and those situations which may require additional support for the student's particular needs. This "knowledge concerning the child's strength and needs, management techniques used in special education, and methods of adapting these techniques to the music class provide an important basis for successful integration" (Gfeller, 1989:29).

White (1982) discussed several behavior management techniques that can be employed to help change the behavior of exceptional students. Techniques suggested included clarifying what behaviors are expected in the classroom, posting established rules and consequences, providing fair and consistent application of rules and consequences, strengthening and increasing appropriate behaviors by reinforcing them immediately after exhibited, ignoring unwanted behaviors and praising desired behaviors, cuing, satiation, contracting, and a token economy system.

The writer agrees with Gfeller's (1989) strategy of sequential modification in which special education techniques are implemented into the regular classroom

to decrease the inappropriate behavior of the mainstreamed exceptional student. However, before implementing such a program, the writer feels regular education teachers must be trained on techniques that are effective in working with the mainstreamed exceptional student. The writer concurs with Salend and Henry (1981) that behavior modification techniques must be adapted to fit the needs of the regular classroom.

Several behavior management techniques were identified in the professional literature which the writer agrees could decrease the inappropriate behavior of the exceptional student. Three students presented verified the effectiveness of both a teacher-managed and a self-managed, free-token, response-cost system in decreasing the inappropriate behavior of the exceptional student in regular and resource classrooms. Even though all studies were conducted for only a short period of time (20 minutes to two hours), and in only one setting, the writer feels the concept of a free-token, response-cost system is an effective technique in decreasing inappropriate behavior of the mainstreamed exceptional student. As reported by Slade

and Callaghan (1988), once a diagnosis of the exceptional student's behavior is identified, preventive cuing, such as posting rules, can be effective in redirecting the exceptional student to the appropriate behavior at hand. In addition to using a free-token, response-cost system and cuing techniques, the writer agrees with Carroll (1987) that reinforcing appropriate behaviors with identified motivating reinforcers and punishing inappropriate behavior with meaningful consequences can also decrease the inappropriate behavior of the exceptional student.

Therefore, the writer has developed a systematic behavior modification program which provides the regular education teacher with the technical skills needed to effectively work with the mainstreamed exceptional student by employing behavior modification techniques that have been successful in educating exceptional students in special education classrooms. An individualized teacher-managed, free-token, response-cost system which incorporates cuing, identified motivating rewards for appropriate behavior and consequences for targeted inappropriate behaviors has been devised. Implementing this behavior program

in all environments in which the student is educated during the school day will clearly define expectations for both the regular education teacher and the exceptional student and will provide the structure and consistency that most exceptional students need in order to be successful in school.

CHAPTER III

Method

This practicum was developed to increase the appropriate behavior, therefore, decreasing the inappropriate behavior of the exceptional student in the mainstream classroom while also improving the ability of the regular education teacher to effectively work with mainstreamed exceptional students. Sixteen mainstreamed exceptional students, ten (eight regular and two special education) teachers, and administration were involved.

On the first day of implementation, the writer met with the teachers. The principal and assistant principal were also requested to attend since they would be involved with implementing some of the consequences addressed in the plan.

During the meeting with the targeted school personnel, the writer explained the reason and the need to implement a systematic behavior modification program which would be consistently used in all the mainstreamed exceptional students' classes. The writer introduced the Daily Behavior Plan (Appendix A:75)

which each student would be utilizing in all classes. The reasoning for each component (rules, consequences, and rewards) on the plan was provided. The Student/ Teacher Contract (Appendix B: 77) outlining the procedures for both the teacher and the student was introduced and explained. To increase the consistent use of the procedures, the writer had the contract copied to the back side of the behavior plan. If either the student or the teacher became unsure of the procedure, either person could simply turn the behavior plan over (which was always in the possession of the teacher) and confirm the correct procedure.

The teachers completed the Classroom Management Form (Appendix C: 79) for each student they taught. The form identified rules each targeted student was having difficulty following in each class. The form also identified consequences the teacher would feel comfortable with implementing. By allowing each teacher to identify problems unique to their classrooms, the writer hoped to project a genuine desire to provide support to the teachers where they themselves felt it was needed the most.

The writer explained, based on the results of the completed classroom management forms, rules and consequences for each of the 16 targeted students would be identified and placed on an individualized Daily Behavior Plan (Appendix A:75). The writer would make copies of each student's individualized behavior plan and distribute them to the appropriate regular education teachers. The teacher was to provide the student with the behavior plan each morning, collect the previous day's plan, and submit the plans to the writer at the conclusion of each week. Some teachers voiced a concern over the amount of time it would take to distribute, collect, and submit the behavior plans to the writer. It was therefore agreed first thing each morning, the writer would provide the teachers with that day's behavior plan for each student and would also be responsible for collecting the previous day's plans.

There was also discussion about whether the teacher or the student should be responsible for keeping the behavior plan with the student throughout the school day. Certain teachers felt some students may refuse to give it to them when asked, rip it up

when angry or upset, or lose it. It was agreed the behavior plans would be placed on clipboards. Clipboards would be handed from one teacher to another teacher as the student moved from class to class. This would eliminate the anticipated problems mentioned by the teachers. The writer felt clipboards would also serve as a great cuing device to the student reminding them of the type of behavior expected from them in each class.

The writer explained that individual conferences between each teacher and the writer would be scheduled once every three weeks. The purpose of these conferences was to evaluate each mainstreamed exceptional student's behavior as to the effectiveness of the behavior modification program and to provide technical assistance on effectively working with these students by distributing and discussing handouts (Turlington, 1986) on Behavior Management Techniques (Appendix D:82). Adjustments could also be made in the rules, consequences, and/or rewards if needed. The student would be notified of any changes.

The writer encouraged each teacher to sign their name to the Student/Teacher Contract (Appendix B: 77)

where applicable symbolizing their agreement to participate and follow the program procedures. All teachers signed the contract. The meeting which lasted approximately one hour was concluded.

The next step in the process was to analyze the results of the Classroom Management Forms (Appendix C:79) completed by the teachers. Rules and consequences for each targeted student were identified and placed on their individualized Daily Behavior Plan (Appendix A:75). The contracts the teachers had signed were zeroxed to the back side of each student's behavior plan. To ensure the consistent use of consequences, the writer created and distributed one memo to each of the nine teachers involved in the program (Appendix E:92). The memo explained the results of the classroom management forms they completed and outlined the procedure to follow when implementing each specific consequence. A second memo (Appendix F:95) was created and distributed by the writer to the principal and the assistant principal outlining the procedure to follow with respect to their behavior plan if a referral to administration was

submitted on any of the 16 targeted students. A list identifying the students involved was also attached.

On the second day of implementation, a meeting was held with the 16 targeted students. Each student received their individualized Daily Behavior Plan (Appendix A:75) with the Student/Teacher Contract (Appendix B:77) zeroxed on the back. Each behavior plan listed five rules and seven consequences. The contract was signed by all of the student's teachers. An explanation of the program was provided by the writer. Some students wanted to know why all students in the school were not participating in the program. The writer explained as the ESE Specialist in the school it was the writer's responsibility (job) to ensure that the ESE students in the school were successful in all classes and this program was designed for that reason. The writer was not responsible for instructing all teachers to implement the program. However, if any other teacher wanted to implement the program, the writer would be happy to assist.

Other students questioned why they had to be on the program. The writer explained how each of them had several different rules to follow in each class and how

the rules often changed with each teacher they went to. The writer knew it was difficult to remember all the rules for each teacher. So the program was established to help them be successful in all classes by identifying five rules which would be the same in each class. They would always know what to expect and what was expected from them. It would be easier to remember and therefore follow the rules. The same applied for the consequences. Each of them would know what the consequences would be if they broke a rule in any of their classes.

Providing another reason to participate in the program, the writer explained several of them were really trying hard to follow all rules in all classes and how proud the writer was of them. The writer wanted to reward those students who behaved appropriately in all their classes and this program would do that. The writer explained there were always consequences for inappropriate behavior, therefore, there should be rewards for appropriate behavior. The writer introduced the Reward Menu (Appendix G:97). The students were encouraged to offer other possible rewards they would be interested in earning. Two

additional items were added to the list: a picnic and a party. It was agreed that 500 points would be needed for either item.

The writer told the students a meeting was held the previous day with all their teachers to explain the program and to solicit their participation by signing the contract. The writer instructed the students to look at their plans for each teacher's signature. The writer asked the students to sign their contract also agreeing to participate and follow the program procedures. All 16 students signed the contract. To ensure the students understood the rules and what was expected from them, the writer conducted roleplaying activities of the appropriate and inappropriate ways to behave with respect to each rule and how to react when receiving a consequence.

The writer reminded the students at the end of each day they were to report to the writer's classroom at the time indicated on the back of their behavior plan. They would add up the points they earned for the day and trade in points for their choice of rewards, if they chose. Since today was the first day of the program, the writer stated they would be picked up 30

minutes prior to the close of school to discuss afternoon procedures.

Each student received a Parent Letter (Appendix H: 99) to take home to their parent(s). The letter explained the program and encouraged parent participation by requesting the parent(s) to review and sign the plan each day. The writer included parent participation in the program because it is the writer's belief that the parent is an integral and an important part of a child's education.

The students were told the program would begin today and each would receive their behavior plan as soon as the writer made copies of the originals. The meeting which lasted approximately 45 minutes was concluded. The writer returned the students to their classrooms, made copies of all behavior plans, placed them on clipboards, and gave them to the teachers to begin implementing.

The writer had originally planned to show the students how to graph their points on the Daily Point Chart (Appendix I:101) and how to add up and keep a record of the points earned and spent using the Point Summary Chart (Appendix J:103) during the initial

meeting with the students. However, the writer had not anticipated the meeting lasting as long as it had and did not want to overwhelm the students with too much information at one time. The writer felt it was more important for the students to remember and follow the rules than to confuse them with additional information which was not essential at that time. The writer decided to wait and introduce those items during the afternoon session when the students returned.

The writer picked up the 16 targeted students from their assigned classroom the last 30 minutes of the school day to explain the afternoon procedures. This meeting, as well as the remaining afternoon sessions, were to be held in the writer's classroom. The writer showed the students how to graph the points they earned for the day using the Daily Point Chart (Appendix I:101) and how to keep a record of the total points earned and spent using the Point Summary Chart (Appendix J:103). Using a letter size file folder, each student created their own folder. Both the daily point and point summary charts were stapled to the inside of the folder. The folders were placed in a specific place

where they could be retrieved independently by the students each day.

The writer felt having all 16 students report at the same time would be too difficult to manage, so the students were grouped according to which regular education teacher they were assigned. Three groups were formed. One group of three fourth graders and two groups of fifth graders with six and seven students respectively. Each group was scheduled to report to the writer's classroom in 10-minute intervals.

During these daily afternoon sessions, each student pulled their folder, graphed the points they earned for the day, added up their total points to date and traded in points for their choice of reward as listed on the Reward Menu (Appendix G:97). A discussion regarding that day's behavior was also held between the student and the writer. As each student completed the process, they were to leave the writer's classroom and return to their classroom. However, since it was minutes away from the end of the school day, some students preferred to roam the halls waiting for the bell to ring. Therefore, the writer changed the afternoon procedures so the students remained in

their respective classroom and the writer came to them at the end of each day. The writer carried a large plastic bin to each of the three classrooms. The bin contained the student folders, pens, pencils, calculators, the reward menu, and a cookie tin containing treats, stickers, and pencils which were used for trading purposes. It took approximately 30 minutes for the writer to complete afternoon sessions each day.

For any student who did not show improvement in behavior, the writer scheduled more frequent conferences eliciting parent, teacher, administrator, and/or student involvement where applicable. Adjustments in the rules, consequences, and/or rewards would occur if warranted.

The writer and implementor of this practicum organized all components of this program including all materials, conferences, rewards, and consequences. The writer distributed all materials, scheduled all conferences, provided all rewards, and collected and compiled all evaluative data. The implementation period began on March 27, 1990, and ended on June 14, 1990.

The schedule of events were as follows:

TASKS: WEEK ONE

Day 1

1. Made 10 copies (one for each of the 10 teachers) of the Classroom Management Form (Appendix C:79) and 26 copies (one for each of the 10 teachers and 16 students) of the Daily Behavior Plan (Appendix A:75) with the Student/Teacher Contract (Appendix B:77) zeroxed to the opposite side.
2. Held a meeting with the principal, assistant principal, and the other nine participating teachers to introduce the program. (The writer made up the tenth teacher.) Distributed and explained the Daily Behavior Plan (Appendix A:75) and the Student/Teacher Contract (Appendix B:77).
3. Had teachers complete the Classroom Management Form (Appendix C:79) during the meeting.
4. Obtained teacher signatures on the Student/Teacher Contract (Appendix B:77) during the meeting.
5. Transferred the information from the Classroom Management Forms (Appendix C:79) to create 16 individualized Daily Behavior Plans (Appendix A:75).

Day 2

1. Made copies of the Daily Point Chart (Appendix I:101), the Point Summary Chart (Appendix J:103), the Reward Menu (Appendix G:97), and the Parent Letter (Appendix H:99) prior to the meeting.
2. Held a meeting with the 16 targeted students to introduce the program. Distributed and explained the Daily Behavior Plan (Appendix A:75) and the Student/Teacher Contract (Appendix B:77) which had been zeroxed to the opposite side.
3. Solicited and obtained two additional entries to add to the Reward Menu (Appendix G:97) during the meeting.
4. Obtained student signatures on the Student/Teacher Contract (Appendix B:77) during the meeting.
5. Distributed the Parent Letter (Appendix H:99) to each student to take home to their parent(s) during the meeting.
6. Made 49 copies (length of time remaining in the implementation period) of each student's individualized Daily Behavior Plan (Appendix A:75) using colored paper.

NOTE: Colored paper was used to easily and quickly distinguish, sort, and place on clipboards the behavior plans of the students that were in the same classroom. Colored paper was also more attractive in appearance.

7. Placed the day's Daily Behavior Plan (Appendix A:75) on clipboards and distributed them to the appropriate classrooms.
8. Held afternoon session with the 16 targeted students to explain how to graph their points on the Daily Point Chart (Appendix I:101) and how to add up and keep a record of their points using the Point Summary Chart (Appendix J:103).
9. Each student made their own folder to keep both their Daily Point Charts (Appendix I:101) and Point Summary Charts (Appendix J:103) in.
10. Each student completed the day's graph of points earned on the Daily Point Chart (Appendix I:101) and recorded the points they earned minus any points they traded on the Point Summary Chart (Appendix J:103). Rewards were provided to those who traded as shown on the Reward Menu (Appendix G:97).

Days 3-5

1. Recorded the present date on each student's Daily Behavior Plan (Appendix A:75). Placed plans on clipboards and distributed clipboards to the appropriate teacher prior to the start of school each morning. (Clipboards were placed in the teacher's classroom or in the teacher's mailbox.)
2. Collected the previous day's behavior plans from the students first thing each morning.
3. Held afternoon session with the 16 targeted students at the end of each day to evaluate the day's behavior. Each student graphed the points they earned on the Daily Point Chart (Appendix I:101) and recorded the points they saved or traded on the Point Summary Chart (Appendix J:103). Rewards were provided if applicable from the Reward Menu (Appendix G:97).

   NOTE: The writer felt that trying to work with all 16 students in the classroom at one time would be too difficult to manage. So the 16 students had been divided into three groups prior to implementation. The groups reported to the writer's classroom in 10-minute intervals.

4. Had each student update their folder by stapling a new Daily Point Chart (Appendix I:101) for Week Two over Week One's point chart.
5. Using the student's completed point chart, calculated each student's average daily points for Week One and recorded the information on the Group Daily Average Behavior Chart Tally Sheet (Appendix K:105) under "Week One."

   NOTE: The other special education teacher liked the program so much and asked permission to implement the program with the remaining mainstreamed exceptional students the teacher taught. The writer consented and shared necessary materials with the other teacher.

TASKS: WEEK TWO

1. Recorded the present date on each student's Daily Behavior Plan (Appendix A:75), placed plans on clipboards and distributed clipboards to the appropriate teacher prior to the start of school each morning. (Clipboards were placed in the teacher's classroom or in the teacher's mailbox.)
2. Collected the previous day's behavior plans from the students each morning.

3. Held afternoon session with the 16 targeted students at the end of each day to evaluate the day's behavior. Each student graphed the points they earned on the Daily Point Chart (Appendix I:101) and recorded the points they saved or traded on the Point Summary Chart (Appendix J:103). Rewards were provided if applicable from the Reward Menu (Appendix G:97).

   NOTE: The writer discovered that the procedure of having the students report to the writer's classroom in 10-minute intervals at the end of the day was creating a problem for some students. Not all students were reporting back to their classroom after completing their session with the writer. They would roam the halls or go in the restrooms waiting for the end of the day bell to ring. The writer therefore changed the afternoon procedures. The students remained in their respective classroom and the writer came to them.

4. Had each student update their folder by stapling a new Daily Point Chart (Appendix I:101) for Week Three over Week Two's chart.

5. Using the student's completed point chart, calculated each student's average daily points for Week Two and recorded the information on the Group Daily Average Behavior Chart Tally Sheet (Appendix K:105) under "Week Two."

TASKS: WEEK THREE

1. Recorded the present date on each student's Daily Behavior Plan (Appendix A:75). Placed plans on clipboards and distributed clipboards to the appropriate teacher prior to the start of school each morning. (Clipboards were placed in the teacher's classroom or in the teacher's mailbox.)
2. Collected the previous day's behavior plans from the students each morning.
3. Held afternoon session with the 16 targeted students at the end of each day to evaluate the day's behavior. Each student graphed the points they earned on the Daily Point Chart (Appendix I:101) and recorded the points they saved or traded on the Point Summary Chart (Appendix J:103). Rewards were provided if applicable from the Reward Menu (Appendix G:97).

4. Each student updated their folder by stapling a new Daily Point Chart (Appendix I:101) for Week Four over Week Three's chart.
5. Using the student's completed point chart, calculated each student's average daily points for Week Three and recorded the information on the Group Daily Average Behavior Chart Tally Sheet (Appendix K:105) under "Week Three."
6. Calculated each student's average daily points for Weeks One-Three and recorded the information on the Group Daily Average Behavior Chart Tally Sheet (Appendix K:105) under "Three-Week Average" for Weeks One-Three.
7. Scheduled parent/teacher/student conferences for students who had not shown desired progress in program. Undesired progress was determined by a score of 49 points or below for a student's three-week daily average. Adjustments to the rules, consequences, and/or rewards on the student's individualized Daily Behavior Plan (Appendix A:75) were made if warranted.

   NOTE: Five conferences were scheduled.

8. Scheduled and conferred with each of the nine teachers regarding the effectiveness of the program on each of the targeted students they were involved with. Provided technical assistance on effectively working with these students by distributing and discussing handouts (Turlington, 1986) on Behavior Modification Techniques (Appendix D:82).

   NOTE: Conferences were held at the convenience of each teacher when possible. The conferences ranged from 20 to 30 minutes in length and were held in the teacher's classroom during their planning period or after school. (All teachers were available for up to one hour after school each day because students were dismissed one hour earlier than teachers.)

9. Checked with the principal for the number of behavioral referrals the 16 targeted students generated during Weeks One-Three of implementation and recorded the information on the Behavioral Referral-Student Tally Sheet (Appendix L:108) under "Week Three."

   NOTE: Teacher reaction to the writer discussing various techniques in working with the exceptional

student was mixed. Some teachers welcomed the assistance while others were resentful towards having to work with exceptional students.

TASKS: WEEK FOUR

1. Recorded the present date on each student's Daily Behavior Plan (Appendix A:75). Placed plans on clipboards and distributed clipboards to the appropriate teacher prior to the start of school each morning. (Clipboards were placed in the teacher's classroom or in the teacher's mailbox.)
2. Collected the previous day's behavior plans from the students each morning.
3. Held afternoon session with the 16 targeted students at the end of each day to evaluate the day's behavior. Each student graphed the points they earned on the Daily Point Chart (Appendix I:101) and recorded the points they saved or traded on the Point Summary Chart (Appendix J:103). Rewards were provided if applicable from the Reward Menu (Appendix G:97).
4. Each student updated their folder by stapling a new Daily Point Chart (Appendix I:101) for Week Five over Week Four's chart.

5. Using the student's completed point chart, calculated each student's average daily points for Week Four and recorded the information on the Group Daily Average Behavior Chart Tally Sheet (Appendix K:105) under "Week Four."
   NOTE: Several students not involved in the program asked numerous times if they could participate.

TASKS: WEEK FIVE

1. Recorded the present date on each student's Daily Behavior Plan (Appendix A:75). Placed plans on clipboards and distributed clipboards to the appropriate teacher prior to the start of school each morning. (Clipboards were placed in the teacher's classroom or in the teacher's mailbox.)
2. Collected the previous day's behavior plans from the students each morning.
3. Held afternoon session with the 16 targeted students at the end of each day to evaluate the day's behavior. Each student graphed the points they earned on the Daily Point Chart (Appendix :101) and recorded the points they saved or traded on the Point Summary Chart (Appendix J:103).

Rewards were provided if applicable from the Reward Menu (Appendix G:97)

4. Each student updated their folder by stapling a new Daily Point Chart (Appendix I:101) for Week Six over Week Five's chart.
5. Using the student's completed point chart, calculated each student's average daily points for Week Five and recorded the information on the Group Daily Average Behavior Chart Tally Sheet (Appendix K:105) under "Week Five."

   NOTE: One student moved out of state.

TASKS: WEEK SIX

1. Recorded the present date on each student's Daily Behavior Plan (Appendix A:75). Placed plans on clipboards and distributed clipboards to the appropriate teacher prior to the start of school each morning. (Clipboards were placed in the teacher's classroom or in the teacher's mailbox.)
2. Collected the previous day's behavior plans from the students each morning.
3. Held afternoon session with the 16 targeted students at the end of each day to evaluate the day's behavior. Each student graphed the points

they earned on the Daily Point Chart (Appendix I:101) and recorded the points they saved or traded on the Point Summary Chart (Appendix J:103). Rewards were provided if applicable from the Reward Menu (Appendix G:97).

4. Each student updated their folder by stapling a new Daily Point Chart (Appendix I:101) for Week Seven over Week Six's chart.
5. Using the student's completed point chart, calculated each student's average daily points for Week Six and recorded the information on the Group Daily Average Behavior Chart Tally Sheet (Appendix K:105) under "Week Six."
6. Calculated each student's average daily points for Weeks Four-Six and recorded the information on the Group Daily Average Behavior Chart Tally Sheet (Appendix K:105) under "Three-Week Average" for Weeks Four-Six.
7. Scheduled parent/teacher/student conferences for students who had not shown desired progress in program. Undesired progress was determined by a score of 49 points or below for a student's three-week daily average. Adjustments to the

rules, consequences, and/or rewards on the student's individualized Daily Behavior Plan (Appendix A:75) were made if warranted.

NOTE: Six conferences were scheduled.

8. Scheduled and conferred with each of the nine teachers regarding the effectiveness of the program on each of the targeted students they were involved with. Provided technical assistance on effectively working with these students by distributing and discussing handouts (Turlington, 1986) on Behavior Modification Techniques (Appendix D:82).
9. Checked with the principal for the number of behavioral referrals the 16 targeted students generated during Weeks Four-Six of implementation and recorded the information on the Behavioral Referral-Student Tally Sheet (Appendix L:103) under "Week Six."

   NOTE: More teacher involvement was observed. Questions relating to understanding the exceptional student was observed.

TASKS: WEEK SEVEN

1. Recorded the present date on each student's Daily Behavior Plan (Appendix A:75). Placed plans on

clipboards and distributed clipboards to the appropriate teacher prior to the start of school each morning. (Clipboards were placed in the teacher's classroom or in the teacher's mailbox.)

2. Collected the previous day's behavior plans from the students each morning.
3. Held afternoon session with the 16 targeted students at the end of each day to evaluate the day's behavior. Each student graphed the points they earned on the Daily Point Chart (Appendix I:101) and recorded the points they saved or traded on the Point Summary Chart (Appendix J:103). Rewards were provided if applicable from the Reward Menu (Appendix G:97).
4. Each student updated their folder by stapling a new Daily Point Chart (Appendix I:101) for Week Eight over Week Seven's chart.
5. Using the student's completed point chart, calculated each student's average daily points for Week Seven and recorded the information on the Group Daily Average Behavior Chart Tally Sheet (Appendix K:105) under "Week Seven."

NOTE: More cooperation and support between regular and special education teachers is apparent by more frequent talks in the halls and in the teachers' lounge.

TASKS: WEEK EIGHT

1. Recorded the present date on each student's Daily Behavior Plan (Appendix A:75). Placed plans on clipboards and distributed clipboards to the appropriate teacher prior to the start of school each morning. (Clipboards were placed in the teacher's classroom or in the teacher's mailbox.)
2. Collected the previous day's behavior plans from the students each morning.
3. Held afternoon session with the 16 targeted students at the end of each day to evaluate the day's behavior. Each student graphed the points they earned on the Daily Point Chart (Appendix I:101) and recorded the points they saved or traded on the Point Summary Chart (Appendix J:103). Rewards were provided if applicable from the Reward Menu (Appendix G:97).

4. Each student updated their folder by stapling a new Daily Point Chart (Appendix I:101) for Week Nine over Week Eight's chart.
5. Using the student's completed point chart, calculated each student's average daily points for Week Eight and recorded the information on the Group Daily Average Behavior Chart Tally Sheet (Appendix K:105) under "Week Eight."

   NOTE: Certain teachers approached each special education teacher seeking opinion for specific problem with a targeted student.

TASKS: WEEK NINE

1. Recorded the present date on each student's Daily Behavior Plan (Appendix A:75). Placed plans on clipboards and distributed clipboards to the appropriate teacher prior to the start of school each morning. (Clipboards were placed in the teacher's classroom or in the teacher's mailbox.)
2. Collected the previous day's behavior plans from the students each morning.
3. Held afternoon session with the 16 targeted students at the end of each day to evaluate the day's behavior. Each student graphed the points

they earned on the Daily Point Chart (Appendix I:101) and recorded the points they saved or traded on the Point Summary Chart (Appendix J:103). Rewards were provided if applicable from the Reward Menu (Appendix G:97).

4. Each student updated their folder by stapling a new Daily Point Chart (Appendix I:101) for Week Ten over Week Nine's chart.
5. Using the student's completed point chart, calculated each student's average daily points for Week Nine and recorded the information on the Group Daily Average Behavior Chart Tally Sheet (Appendix K:105) under "Week Nine."
6. Calculated each student's average daily points for Weeks Seven-Nine and recorded the information on the Group Daily Average Behavior Chart Tally Sheet (Appendix K:105) under "Three-Week Average" for Weeks Seven-Nine.
7. Scheduled parent/teacher/student conferences for students who had not shown desired progress in program. Undesired progress was determined by a score of 49 points or below for a student's three-week daily average. Adjustments to the

rules, consequences, and/or rewards on the student's individualized Daily Behavior Plan (Appendix A:75) were made if warranted.

NOTE: Four conferences were scheduled.

8. Scheduled and conferred with each of the nine teachers regarding the effectiveness of the program on each of the targeted students they were involved with. Provided technical assistance on effectively working with these students by distributing and discussing handouts (Turlington, 1986) on Behavior Modification Techniques (Appendix D:82).
9. Checked with the principal for the number of behavioral referrals the 16 targeted students generated during Weeks Seven-Nine of implementation and recorded the information on the Behavioral Referral-Student Tally Sheet (Appendix L:108) under "Week Nine."

   NOTE: Teacher asked for suggestions on working with another student not participating in the program.

TASKS: WEEK TEN

1. Recorded the present date on each student's Daily Behavior Plan (Appendix A:75). Placed plans on

clipboards and distributed clipboards to the appropriate teacher prior to the start of school each morning. (Clipboards were placed in the teacher's classroom or in the teacher's mailbox.)

2. Collected the previous day's behavior plans from the students each morning.
3. Held afternoon session with the 16 targeted students at the end of each day to evaluate the day's behavior. Each student graphed the points they earned on the Daily Point Chart (Appendix I:101) and recorded the points they saved or traded on the Point Summary Chart (Appendix J:103). Rewards were provided if applicable from the Reward Menu (Appendix G:97).
4. Using the student's completed point chart, calculated each student's average daily points for Week Ten and recorded the information on the Group Daily Average Behavior Chart Tally Sheet (Appendix K:105) under "Week Ten."
5. Calculated each student's average daily points for Weeks One-Ten and recorded the information on the Group Daily Average Behavior Chart Tally Sheet

(Appendix K:105) under "Ten Week Average" Weeks One-Ten.

6. Checked with the principal for the number of behavioral referrals the 16 targeted students generated during Week Ten of implementation and recorded the information on the Behavioral Referral-Student Tally Sheet (Appendix L:108) under Week Ten.
7. Calculated the total number of referrals each student generated during the implementation period. Determined the weekly average of referrals generated during the implementation period by the targeted group and recorded the information on the Behavioral Referral-Student Tally Sheet (Appendix L:108) under "Weekly Average."
8. Analyzed the referrals generated by the 16 targeted students during implementation to determine where the referrals originated. Recorded the information of the Behavioral Referral-Teacher Tally Sheet (Appendix M:110).
9. Provided a pizza party for 13 students who successfully completed the program by maintaining

a daily average of 50 points for the 10 weeks and by reducing the number of referrals received.

CHAPTER IV

Results

This practicum was developed to increase the appropriate behavior, therefore, decreasing the inappropriate behavior of the exceptional student in the mainstream classroom while also improving the ability of the regular education teacher to effectively work with mainstreamed exceptional students. Over a 10-week period, a daily behavior modification program identifying specific rules, consequences, and rewards were consistently implemented in all the mainstreamed exceptional students' classes. Technical assistance was also provided to the mainstream teachers on effectively working with exceptional students by identifying and discussing specific behavior management techniques. Three objectives were identified.

1. During the 10-week implementation period, the 16 mainstreamed exceptional students participating in the behavior modification program will decrease their inappropriate behavior in the mainstream classroom by showing a reduction in the number of behavioral referrals sent to administration from an average of

three per week to 1.5 per week. This will be a 50 percent reduction.

As shown in Appendix L:108, for the first 26 weeks of the 1989-90 school year, the 16 targeted students generated a total of 79 behavioral referrals for an average of three referrals per week. During the 10-week implementation period, the 16 targeted students generated a total of 15 behavioral referrals for an average of 1.5 referrals per week. The number of referrals generated on a weekly basis by the 16 targeted students during the implementation period was reduced by 50 percent. Further review of the data reflects a reduction in the number of referrals generated by each of the 16 students. The writer feels the reduction of referrals is the result of (a) providing structure by identifying the rules (expectations) for the mainstreamed student and teacher, (b) identifying alternative consequences for the mainstream teacher to utilize in the classroom, (c) providing reinforcement (rewards) to the mainstreamed student for appropriate behavior, and (d) providing technical assistance to the mainstreamed teachers on effectively working with exceptional students.

2. During the 10-week implementation period, the 16 mainstreamed exceptional students participating in the behavior modification program will increase appropriate behavior in the mainstream classroom by maintaining a daily average of 50 points out of a possible 60 points as measured by the student's daily point chart. Each student begins the school day with 60 points as shown on the student's behavior plan (Appendix A:75) and 10 points are removed (by crossing out a box) by the teacher for each targeted inappropriate behavior the student exhibits during one school day.

Thirteen of the 16 targeted students, or 81 percent, maintained a daily average of 50 points during the 10-week period as summarized on the Group Daily Average Behavior Chart Tally Sheet (Appendix K:105). The writer observed the following factors as attributing to the increase of appropriate behavior in the mainstreamed exceptional student: (a) identifying expectations by establishing rules and consequences which were implemented in all of the students' classes using the Daily Behavior Plan (Appendix A:75) providing both the structure and consistency that most

exceptional students require in order to be successful, (b) providing technical assistance to the mainstream teachers on effectively working with the exceptional students strengthened the effectiveness of the mainstream teacher, (c) reinforcing appropriate behavior by providing meaningful rewards which were selected from the Reward Menu (Appendix G:97), and (d) incorporating parent support by requiring the Daily Behavior Plan (Appendix A:75) be signed by the parent.

3. During the 10-week implementation period, the eight regular education teachers who have mainstreamed exceptional students participating in the behavior modification program will each improve their ability to work with mainstreamed exceptional students by showing a reduction in the number of behavioral referrals each writes on the 16 targeted mainstreamed exceptional students from an average of 2.9 referrals per week to 1.45 referrals per week. This will be a 50 percent reduction.

An analysis of the 79 behavioral referrals the 16 targeted students generated during the first 26 weeks of the 1989-90 school year as presented in Appendix L:108 was conducted to determine the number of referrals

each of the targeted teachers wrote on the 16 targeted students. Appendix M:110 shows the relationship in the number of referrals each of the eight targeted mainstream teachers wrote on the 16 targeted students prior and during implementation. Of the 79 referrals generated by the 16 targeted students prior to implementation, 45 of the referrals for an average of 1.7 referrals per week were written by the eight targeted mainstream teachers. Three of the referrals were written by a special education teacher and the remaining 31 referrals were written outside the mainstream classroom by someone other than one of the 10 teachers participating in the program. Those referrals were written by aides supervising students before/after school and during lunch or by a substitute teacher.

During the implementation period, seven of the 15 behavioral referrals or .7 referrals per week were written by the eight targeted mainstream teachers. The results reflect a 59 percent reduction in the number of referrals the eight targeted teachers wrote. The writer feels the following components of the program attributed to the increased ability of mainstream

teachers to effectively work with exceptional students: (a) providing structure for the mainstreamed exceptional student by establishing rules and consequences, (b) providing consistency by implementing the same rules and consequences in all classes, (c) providing technical assistance to mainstream teachers on effectively working with exceptional students, (d) rewarding appropriate behavior, and (e) obtaining parental involvement.

Further analysis of the referrals written during the 10-week implementation period shows eight of the 15 referrals were written by someone other than the targeted personnel participating in the program. These referrals were written either by aides supervising students before/after school and during lunch or by a substitute teacher. This represents a 33 percent reduction in the number of referrals written by school personnel not participating in the program. The writer feels this result confirms two theories. First, teachers who receive training are more effective in working with exceptional students. Secondly, a behavior modification program which (a) provides structure by establishing rules and consequences,

(b) provides consistency by implementing the same rules and consequences in all classes, (c) incorporates rewards for appropriate behavior, and (d) obtains parental involvement, can be effective in generalizing and transferring appropriate behavior to situations outside the controlled environment.

Positive results were also obtained by the special education teachers involved in the program. There was a 100 percent reduction in the number of referrals written by special education teachers during the implementation period. This result supports the need for consistency. Special education teachers are trained to effectively work with exceptional students. And most special education classrooms are structured environments which implement behavior modification programs involving rules, consequences, rewards, and parental involvement. So as a result, most exceptional student's behavior is better in the special education classroom. The writer feels the result of the reduction in the number of referrals written by special education teachers is a result of the consistent use of the behavior modification program in all the mainstreamed students' classes.

In addition to the evidence supporting the effectiveness of the program, the writer observed several positive ramifications. Further, understanding and tolerance of exceptional students and their behavioral responses by administration and regular education teachers occurred. The principal and assistant principal responded favorably towards the program stating it provided them with alternative consequences in dealing with exceptional students. Teacher confidence in working with the students strengthened and new attitudes of cooperation and support between regular and special education teachers emerged.

CHAPTER V

Recommendations

This practicum was developed to increase the appropriate behavior, therefore, decreasing the inappropriate behavior of the mainstreamed exceptional student while also improving the ability of the regular education teacher to effectively work with the mainstreamed exceptional student. Sixteen mainstreamed exceptional students, eight regular and two special education teachers, and administration were involved in the program.

The results of the evaluative data compiled on the program support its effectiveness. Both the students and the teachers involved showed a reduction in the number of referrals generated. A reduction in the number of referrals written on the target students by school personnel not participating in the program was also achieved. This result indicates the program is also effective in transferring appropriate behavior to new situations outside the controlled environment.

The school site will implement this program school wide next year. All mainstreamed exceptional students

will be placed on the Daily Behavior Plan (Appendix A:75). A meeting with all mainstream and special education teachers will be held during pre-planning of the 1990-91 school year to explain the program and identify the rules and consequences. Several teachers who participated in the implementation of the practicum will be involved again.

After discussing the strengths and weaknesses of the program with the participating teachers and students, the following modifications will be made to the program for the 1990-91 school year:

1. The students exhibited much difficulty completing the mathematics of the program using the Daily Point Chart (Appendix I:101) and the Point Summary Chart (Appendix J:103). The writer usually ended up completing the forms for the student. It was also very time consuming. Therefore, the Daily Point Chart (Appendix I:101) and the Point Summary Chart (Appendix J:103) will not be used. Instead of recording points, paper money with a school type logo will be used. To enhance student ownership with the program, student involvement in creating the logo name of the money will be utilized. A 10 dollar bill and a one dollar bill

will be created. At the end of the day, the student will receive the appropriate number of 10 dollar bills as reflected by the number of boxes not crossed out on the Daily Behavior Plan (Appendix A:75). Wallets will be made from construction paper and the student will be responsible for keeping the dollars with them. The one dollar bills will be used as bonus bills for additional reinforcement as determined by the teachers. Bonus bills will be given to the students by either the regular of special education teachers anytime during the school day.

2. Not all of the exceptional students exhibit such behavioral problems that warrant the need for a behavior plan. Often the exceptional student exhibits learning problems such as staying on task, completing assignments, participating in group, etc. Therefore, so that all exceptional students can participate in the program and no one is singled out, the rules on the daily behavior plan may include more learning type problems if appropriate for that student.

3. It was noted during implementation that frequently when a problem with one of the students arose, informal conferences between the teachers

occurred. Strategies for dealing with the current problem was addressed. So instead of having scheduled conferences every three weeks, informal type conferences will be held whenever needed. To assure some type of monitoring of student progress is ongoing, a monitoring form has been developed (Appendix N:112). The form will provide communication to the special education teacher from the regular education teacher on the performance of the exceptional student in the mainstream classroom every two-three weeks.

The monitoring form (Appendix N:112) will document the additional assistance given to the exceptional student in the mainstream classroom. These forms will be kept in the student's file and serve as the documentation needed for the school to claim mainstream with assistance on each exceptional student. As a result, the school will receive double the funding for each exceptional student while attending a mainstream classroom.

Communication between regular and special education teachers is essential for the successful mainstreaming of the exceptional student. The writer would therefore like to see the program implemented in

other schools at all three levels - elementary, middle, and high. The following recommendations to increase the implementation of this program are:

1. Present an overview of the program at district and state level conventions.

2. Provide a copy of the results to the district level for use at other compatible sites.

3. Present workshops for principals, administrators, special and regular education teachers.

4. Submit articles on the program to be published in various countywide newsletters.

Reference List

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Gfeller, Kate. "Behavior Disorders: Strategies for the Music Teacher." Music Educators Journal, Vol. 75, No. 8, April 1989, pp. 27-30.

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Appendices

Appendix A

Daily Behavior Plan

Appendix A

DAILY BEHAVIOR PLAN

Student: _____ Date: _____

Teacher: _____

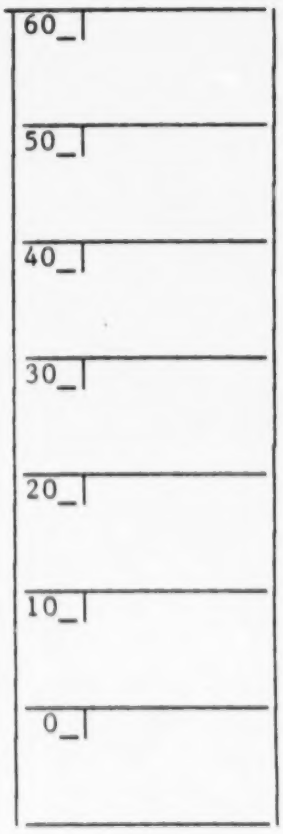
A. CLASSROOM RULES:

1. _____
2. _____
3. _____
4. _____
5. _____

B. REWARDS:

Earn up to 60 points each day based on following the above rules.

Points traded in for choice of rewards.



Parent Signature: _____

Appendix B

STUDENT/TEACHER CONTRACT

1. I begin each day with 60 points.

2. When I break a rule, the teacher will cross out a box and write in the rule number that I broke.

3. I accept the stated consequence.

4. At _____ p.m. each day, I report to the writer's classroom to: (a) graph daily points earned, (b) add up total points to date, (c) trade in points for choice of reward if applicable, (d) evaluate today's behavior, and (e) set goals for tomorrow.

5. I am to have my parent sign my behavior plan each day.

6. I am to return my behavior plan to my teacher the following day or the first box will be crossed out for not following directions.

7. If my name is given for not following cafeteria rules, one box will be crossed out.

8. If I receive a referral for serious misbehavior, all boxes on my plan will be crossed out, I will lose all points (60) for the day, and an appropriate consequence will be determined.

Student Signature: _____

Teachers' Signatures (7): _____,
Regular Education

_____, _____,
Special Education Art

_____, _____,
Music Physical Education

_____, _____,
Library Computer

Appendix C

CLASSROOM MANAGEMENT FORM

Teacher: _____

I. Identify five (5) rules which the exceptional student is either having difficulty with and/or are rules in your classroom which must be followed.

RULES	STUDENT NUMBER 1	2	3	4	5	6	7	8
Sit quietly/raise hand								
Stay in seat								
Keep hands, feet, and objects to self								
Speak respectfully to adults and peers								
Follow teacher directions								
Start a task								
Stay on task								

II. Check all consequences you would feel comfortable in implementing:

_____ Warning

_____ Time-out in class

_____ Loss of P. E./ recess time

_____ Loss of points

_____ Detention

_____ Time-out in office

_____ Remove from class/ sent home

_____ Parent contact

_____ Other

_____

_____

Appendix C

CLASSROOM MANAGEMENT FORM

Teacher: _____

I. Identify five (5) rules which the exceptional student is either having difficulty with and/or are rules in your classroom which must be followed.

RULES	STUDENT NUMBER 9	10	11	12	13	14	15	16
Sit quietly/raise hand								
Stay in seat								
Keep hands, feet, and objects to self								
Speak respectfully to adults and peers								
Follow teacher directions								
Start a task								
Stay on task								

Appendix D

Behavior Management Techniques

SURFACE BEHAVIOR MANAGEMENT

PURPOSE: The purpose of surface behavior management is to provide interventions which can be used as on-the-spot methods for reducing or containing troublesome behavior of students. The methods used are immediate and sometimes stopgap reactions to overt student behavior. Surface behavior management techniques are not necessarily based upon definition of the cause or motive for the student behavior.

TARGET POPULATION: Surface Behavior Management techniques are appropriate for use with all school age students.

PROCESS: Surface Behavior Management techniques may be used in response to a variety of situations including: maintaining acceptable noise level; conformance with classroom rules; conformance with school policies or values; protecting the ongoing program from disruption; protecting property; activity control to prevent increased emotion or physical contact; extinguishing verbal abuse; and extinguishing physical abuse. The following techniques adapted from Redl, F. and Wineman, D. (1965) may be used for surface behavior management.

1. **Planned Ignoring** - Much behavior is performed just to attract attention and will probably dwindle if left unchallenged. The difficult part of this technique is acquiring the ability to speculate as to which behaviors are "so surface" that they will disappear with ignoring.

2. **Signal Interference** - Often just a signal from an adult is enough to bring back the student's own control system at a time when he is giving in to an impulse to do something that his own judgment or value system would normally reject. The technique is *not useful under the following conditions:* (a) when a student is too excited to be recalled, (b) when a positive relationship does not exist between teacher and student, or, (c) when the behavior serves pathological goals that a student's system has not learned to control.

3. **Proximity and Touch Control** - Being physically close to a student, putting an arm around or patting on the shoulder can be effective in raising his sense of security and providing ego support and a protection against anxiety. This technique should not be used with a student who gets excessive sensual stimulation from physical contact or when such attention might create jealousy in other students.

4. **Interest Boosting** - If a student's interest in instruction is waning and he/she is showing signs of restlessness, it may be helpful to show some genuine interest in the student's classroom assignment or in his/her personal interest areas.

Appendix D

5. **Hypodermic Affection** - When a student acts out because he/she feels that no one likes him/her, a genuine expression of affection from an adult can get the student back in control.

6. **Easing Tension Through Humor** - A well-trained attempt at "kidding" will often stop the undesirable behavior. Humor is not to be confused with aggression, sarcasm, or cynicism.

7. **Hurdle Help** - When a student feels frustrated because of a difficulty encountered while trying to complete a task, help him/her over the hard spot.

8. **Regrouping** - Change the grouping of students to decrease or increase specific behaviors.

9. **Restructuring** - Abandon an activity when it is not working. Be ready to substitute an alternative, rather than giving a student a hard time for not being able to stick with the program. Do not overuse this technique as it may lead to evading responsibility for dealing with real problems.

10. **Direct Appeal** - Saying something like, "Calm down, I'm really tired" can be effective. This will not work unless students have some real feelings for the adult. Appeal to the student's feelings, sense of pride, knowledge of his peer group's behavior code, pride in personal improvement, and knowledge of the undesirable consequences inherent in his/her action.

11. **Antiseptic Bouncing** - If a student reaches a state where other techniques are not successful, removing him from the group for a few minutes may help him get control. Use this only when an adult can go with the student for talking and controlling.

12. **Support from Routine** - Some students need more structure than others. If a student needs more structure to feel comfortable and secure, provide additional information about the daily program or schedule. Routine enables the student to predict what is expected and to prepare for the next activity. Routine reduces anxiety and may reduce hyperactivity in some students.

13. **Limiting Space and Tools** - When something has excessive seductive value for a student, it is better to limit its access, rather than permit the student access to the situation he/she cannot handle. Take away objects only after other attempts to help the student stop the disturbing behavior have not succeeded.

RESOURCES FOR FURTHER INFORMATION:

Controls from Within: Techniques for the Treatment of the Aggressive Child,
Redl, F. and Wineman, D., 1965.

Behavior Management: A Competency-Based Manual for Inservice Training,
by Stanley A. Fagen and Jeffery M. Hill, 1977, Psychoeducational Resources, Washington, D. C.

Appendix D

DEALING WITH AGGRESSION

PURPOSE: Specific techniques have been found to be successful in prevention of and intervention with aggressive behavior. Aggressive acts are those actions or procedures which are offensive and which are caused by or are in response to frustration. Aggression may take a number of forms. It may be directed at oneself, another person, or an object that is viewed as the subject of the frustration. Aggression may appear to be spontaneous or a well thought out plan.

TARGET POPULATION: Techniques for dealing with aggressive behaviors are appropriate for use with all students, as the need arises. However, adolescents in particular encounter some specific situations which may result in frustration for them. If the frustration is not dealt with appropriately, the adolescent may exhibit explosive episodes of verbal and physical aggression. These episodes consist primarily of loud, verbal behavior such as swearing, threatening bodily harm and insults. Such episodes may be aimed at or involve school staff, peers, and members of the student's family. Physical aggression appears to relate more to isolated outbursts of temper when adolescents feel trapped or embarrassed. Causes of frustration in adolescents include:

being faced with having to learn new habits and patterns for behavior, i.e., those that are expected of adults versus those that are expected of children;

prohibition of normal sexual expressions;

embarrassment due to the bodily changes which occur due to the sudden growth rate and the physical development;

desire for independent decision making privileges, i.e., break with family control;

conformance with adult restrictions without the accompanying advantages of being an adult and peer influence.

Difficulties experienced by parents in understanding and learning new ways to interact with the adolescent also provides frustration for the adolescent. When school failure or having to deal with being different by virtue of having a handicap is added to these "normal" conditions of being an adolescent, the situation is ripe for the adolescent to become angry and exhibit aggressive behavior. The adolescent views the aggressive behaviors to be in defense of him/herself.

PROCESS: Ferber and Quick, Note 1, present a four step plan designed to assist staff to keep their cool and deal with a student during an aggressive outburst.

1. **Prevention** - When at all possible, the best way to deal with an angry outburst from a student is to avoid it. While this is not always possible, structuring the situation may help. Several steps can be taken to structure the situation. For example, if a student disagrees with a rule or decision, try to discuss it and acknowledge the feelings of the student. Where possible, negotiate a settlement that allows both parties to maintain their dignity and status within the situation.

Providing clear responsibilities that are valued and important within the situation can be very helpful for the student. For example, give students the responsibility of leading the group, or assisting staff in lunchroom supervision. Provide clear definitions of the space available for the students to use. For example, clearly define how hallways, lawns, etc. should be used, as well as what is expected in the classroom. These expectations, in addition to the appropriate use of the space, can assist in preventing aggressive outbursts from students. Structuring can help; however, it may not stop a situation from getting out of hand or escalating.

2. **Testing** - Begin to look at the kind of behavior the student is exhibiting. The student may be testing you. Is the student breaking a standard rule, such as being late for class, breaking classroom rules, or not following assigned tasks? This may be a cue that a student is about to begin to escalate and do further testing. Being a good listener at this point may

help avoid further escalation. It is important to determine if the student has a legitimate complaint or is wanting to test the limit.

A student may also test by withdrawing from group participation by avoiding contact with school staff or family members. This may be seen in the form of not responding to the spoken word, not responding to questions, or leaving the classroom without permission. Teens give clear verbal testing messages. "I will not," "You can't make me," "I don't care what you say," "That's a dumb rule." Some suggestions for dealing with testing behavior in an attempt to avoid a further escalation follow.

a. *Avoid eye contact* - Where possible, avoid eye contact during the testing behavior. This may be done by simply glancing away from the student until the student returns to the appropriate topic.

b. *Ignore minor rule violation* - Sometimes ignoring minor rule violations is appropriate if it is felt that the student is testing and trying to put school staff, or families, on the spot. Avoid a power struggle if possible. This is a difficult decision to make. In some cases, diversion away from the rule breaking behavior is good and in other cases there is the need to stay on topic and discuss the behavior. This comes from knowing the student and integration of personal style.

c. *Brief "time-out"* - If the student is becoming very angry, call a brief "time-out." Where possible, allow the student to leave the situation for a brief period of time to cool off and think about the issues concerning him or her. This also helps staff members keep their cool.

d. *Encourage discussion* - Let the student know there is a mutual concern about the issue that seems to be bothering him/her. Encourage a discussion of the problem. Verbalize an invitation with no demands on the student, such as "It seems like there is a problem with the 'no gum' rule, would you like to talk about it?" This first level of testing behavior and the responses to it can be very critical in deescalating a potentially explosive situation. However, these suggestions may not work at all times. A student may further escalate into loud verbal aggression.

3. **Verbal Aggression** - Verbal aggression consists of swearing, rapid speech, loud intense voice tones, intent eye contact, a rigid body posture, and threats. The student may also move confrontingly close. This may indicate that the student is losing control. It is important during this time to **remain calm.** Some action steps to take during this period are to: maintain a very low voice tone; try not to show emotion in your face or your body; try to maintain eye contact with the student while he or she is quiet; and avoid eye contact if the student is swearing or screaming inappropriately.

Try to ignore verbal content that is inappropriate. For example, do not respond to the swearing or respond to statements that may be designed to agitate. It is also important to not allow verbal content to divert from the task at hand. For example, if discussion of a rule violation is needed with the student then continue discussing that. However, it is important not to push a student past the tolerance point if she or he is becoming very angry. Again, this depends on the personal style and relationship with the student. Allow the student to leave a situation for a brief period or a cooling off time. If the staff in the situation become angry, leaving the room to gather thoughts and collect composure may be helpful. It is important that all parties are allowed to maintain their dignity, respect, and stature within a situation. If possible, you may want to use humor to try to cut through the tension. This can be very risky if the student feels that she or he is being put down. Therefore, it is important to integrate the humor with personal style, if possible.

4. **Physical Aggression** - The next level of escalating behavior is physical aggression. This level is clearly identified by having to duck flying objects or having the feeling of running for one's life. At this point in time, attention should be focused on allowing a student a way out of this situation as well as protecting others.

Appendix D

Stop talking to the student, avoid all eye contact, and move away from the student without expression and without verbalization. While moving away from the student and leaving the room try to stay in visual contact with the student. Observe and note the kinds of behavior he/she is exhibiting. Protect yourself and others by emptying the room or moving people to a different situation, if needed. Seek additional help from other staff.

These suggestions may help during the actual outburst. As stated earlier, the most productive way to deal with the aggression situation is to prevent it. That, of course, is not always possible. It should also be re-stated that any work with the student must be integrated with personal style. Dealing with the angry student is at best very difficult. It is hoped that these suggestions will provide some type of guideline for positive resolution of the angry situation. The suggestions are summarized on the following chart "Dealing With Aggression" adapted from charts designed by Ferber and Quick.

NOTE 1: Ferber, Jackie and Quick, Judy, paper presented at the Conference on Programs for Dependent Adolescents: Issues, Problems, Alternatives Tampa, Florida, March, 1978.

Appe..dix D

DEALING WITH AGGRESSION

PREVENTION OF AGGRESSION

TESTING

Student Behaviors:

1. Breaking standard rules - late for class, not following through on assigned tasks, misconduct.
2. Withdrawal from group, avoiding contact - not talking to or responding to staff members when addressed, leaving class without permission.
3. Testing verbal responses and raised voice - "I will not," "You can't make me," "I don't care what you say," "I'll be back when I want to," "That's a dumb rule."

STAFF ACTION STEPS

1. Provide clear limits and consequences.
2. Provide private space.
3. Provide active space.
4. Provide individual contact time with each student.
5. Sequence activities to change from low to high to low energy level, for example, from classroom to outside activity to classroom.
6. Provide clear responsibilities that are valued and important.
7. Acknowledge feelings.

STAFF ACTION STEPS

1. Avoid eye contact during most testing behavior.
2. Question attention to minor rule breaking. In some cases, you may want to divert away from the rule breaking, and in other cases, you may need to stay on-topic to discuss behavior.
3. Where possible, allow student to leave situation for a brief period to provide a cool-off time.
4. Verbalize invitation with no demands on student. This will assist in refocusing attention on the situation ("It seems like there's a problem with the rule. I'd like to talk about it.").

Appendix D

DEALING WITH AGGRESSION (continued)

VERBAL AGGRESSION

Student Behaviors:

1. Swearing, rapid speech, loud intense voice tone.
2. Intent eye contact.
3. Rigid body posture.
4. Threats.
5. Student moves confrontively close.

STAFF ACTION STEPS

1. Maintain a calm tone of voice, try not to show emotion on face or body.
2. Maintain eye contact when the student is quiet.
3. Ignore inappropriate verbal content.
4. Do not allow verbal content to divert from the task at hand.
5. Allow student to leave situation for brief period.
6. Allow for all parties to maintain dignity.
7. Use humor when possible.

PHYSICAL AGGRESSION

Student Behaviors:

1. Throwing - tearing objects.
2. Pounding - stamping on objects.
3. Pushing - shoving person.
4. Physical contact with person.

STAFF ACTION STEPS

1. Allow student a way out of the situation.
2. Stop talking with student.
3. Avoid eye contact.
4. Move away emotionless.
5. Protect yourself and others.
6. Stay in visual contact.
7. Get help.

RESOURCES FOR FURTHER INFORMATION:

Dealing with Aggression in the Classroom, 1983, Division for Exceptional Children, North Carolina Department of Public Instruction, Raleigh, North Carolina 27611

Reprint available from: Clearinghouse/Information Center, Florida Diagnostic and Learning Resources System, Bureau of Education for Exceptional Students, Department of Education, Tallahassee, Florida 32301, 904/488-1879

Dealing With Aggressive Behavior: A Curriculum for Middle School and Junior High (1971) Lakewood City Public School System, Educational Research Council of America, Cleveland, Ohio

This product outlines a developmental program in the constructive control of aggressive behavior as exhibited in adolescents. Includes a Teacher's Manual, Student Book, and Pre/Post Tests.

Descriptors: EH: Behavior and Classroom Management; Curriculum, PRINT

The Aggressive Child, Redl, F. and Wineman, D., 1957
The Free Press, 200-D Brown Street, Riverside, New Jersey 08370, P.O. No.: 04883 - ($16.95)

A one-volume edition of *Children Who Hate* and *Controls from Within*. Both books are concerned with hyper-aggressive, impulsive, emotionally disturbed children.

Descriptors: Emotionally Handicapped; Behavior/Classroom Management; Professional Development/Teacher Training; Teaching Methods. PRINT.

Appendix D

LIFE SPACE INTERVIEW

PURPOSE: The purpose of the life space interview is to help a student discuss a problem incident in close proximity to the time and place of the incident. Such discussion helps the student better understand the feelings and behavior involved and to come to some resolution of the problem. Life space interviewing is a problem solving framework which can be used to provide emotional support to a student who is experiencing difficulty, investigate the behavior the student is exhibiting, or to reach a practical decision.

TARGET POPULATION: Life space interviewing is appropriate for use with all school age students.

PROCESS: An adult may choose to conduct a Life Space Interview with a student for various reasons:

1. The behavior exhibited is quite unusual for that particular student and the student appears to be in a great deal of emotional "pain."

2. The behavior exhibited is recognized as ongoing, problem behavior which the student cannot manage on his own.

3. A decision needs to be made and in order to reach the best possible choice, feelings must be expressed and considered.

The adult must decide if there is time, practically, to "interview" the student. It takes time to hear a student sufficiently so that he feels better, has the problem clarified, and has some plan of action. Experience has shown that taking the time to complete a Life Space Interview saves time in the long run. A Life Space Interview can help to strengthen the relationship between an adult and student and with this additional rapport, future problem behavior can be dealt with more rapidly.

It has been found helpful to divide the Life Space Interview into six operational steps: hear the *feelings*, describe the problem *situation*, *summarize* the feelings and situation, brainstorm *alternatives*, *contract* for change, and *follow-through* on the contract.

1. **Feelings** - The main focus of adult concern at this stage should be in helping the student to identify and label his feelings. The adult must keep in mind that the student has a right to his feelings. The purpose of the Life Space Interview is to determine a more appropriate way to express these feelings, not to deny the importance of these feelings. Thus, unconditional acceptance of feelings is important.

2. **Situation** - At this stage in the Life Space Interview, the adult encourages the student, in a nonthreatening and nonjudgmental way, to describe the incident as he remembers it. The adult must guard against assuming that the problem the student is experiencing is the same as the problem the adult might have experienced. In being as descriptive of the situation as possible, the student often experiences renewed feelings. Thus, the adult must allow the feelings and situation steps to flow back and forth.

3. **Summary** - This step is the transition step between talking about a problem and doing something about it. At this point in the flow of a Life Space Interview the student's demeanor should be more relaxed, the student should have had sufficient opportunity to ventilate feelings, and the adult and student should be able to agree upon a clear statement of the problem. If this is not true, either more time should be employed in the feelings and problem steps, or a strategy other than the Life Space Interview should be employed.

4. **Alternatives** - After the problem has been clearly defined, the next step is to brainstorm alternatives. The adult must be willing to accept *all* alternatives. At this stage there should be no attempt to test the reality of any alternative presented by the student. The alternatives should fit the problem statement and the purpose of the Life Space Interview (either to help the student handle the present situation, or to learn something for the future).

Appendix D

5. **Contract** - This is the point in the Life Space Interview where the adult can help the child look at the reality and consequences of the alternatives. The goal of this step is for the adult and student to agree upon one of the alternatives and build a clear, realistic, and honest contract. The contract must require reasonable effort on the part of the student, remembering that a definite change in behavior is being called for and change is difficult. As the contract develops, the adult might wish to offer assistance. This assistance can take many forms. Two types of assistance which have been found useful are helping the student to "practice" what he is proposing by simulating the situation and offering to give a "cue" should the adult see the problem behavior starting.

6. **Follow-through** - The final step of the Life Space Interview is follow-through on the contract. Again, it is important to remember that change is difficult and the student deserves recognition for his efforts. Praise is crucial. Should the contract fail, the adult should think through the following possible reasons with the student and decide upon a course of action. This is not looking for excuses for *why* the student did not follow through on his plan. Reviewing how the plan failed can identify ways the student feels will lead to his successfully trying again.

The Life Space Interview is a learning process for both the adult and student. The adult can learn not only more about himself, but he can gain valuable information about how the student sees himself and others around him. In working through the steps the student is learning to identify feelings, clarify concerns, and look toward making changes. The student is learning to take responsibility for his own behavior by making choices and accepting responsibility for those choices. Throughout the interview it is important to let the student have the responsibility, even if this means settling for an imperfect statement of the problem situation or accepting an imperfect contract.

RESOURCES FOR FURTHER INFORMATION:

Behavior Management: A Competency-Based Manual for Inservice Training
by Stanley A. Fagen and Jeffery M. Hill, 1977, Psychoeducational Resources, Washington, D. C.

Understanding and Teaching Emotionally Disturbed Children
by Phyllis L. Newcomer, 1980, Allyn and Bacon, Inc., Boston, Massachusetts.

Appendix E

Teacher Memo

To: Teachers

From: ESE Specialist

Date: March 30, 1990

Re: ESE Behavior Program - Update

1. An analysis of the classroom management forms completed by all of you reflected six rules which the ESE students were either having difficulty with or were your classroom rules. By combining rules, five rules were established.

   1. Sit quietly/raise hand
   2. Speak softly and respectfully to all
   3. Follow teacher directions
   4. Stay on task in assigned seat
   5. Respect school material and people by keeping hands, feet, and objects to self

   ALL students have the same five rules.

2. Time out in office - Buzz office and say "Code 2, Room #."

3. Detention - Notify me by using the same as #2. Notify me as soon as box is crossed out so I can have time to contact parent.

4. Parent Contact/Go home - Notify me immediately by using same procedure as #2 above.

5. Referral - Should student exhibit a serious misbehavior which generates a referral, staple behavior plan to the referral so that all boxes can be crossed out.

Teacher Memo - Page 2

6. I will provide you with the behavior plans for each of your students on a daily basis. All plans will be on a clipboard which will be placed in your mailbox or hand delivered by 7:55 a.m.

7. The clipboard is a great cuing device which reminds the ESE student how to behave. It should go from teacher to teacher wherever the ESE students go (except for the lunchroom where a different procedure as stated in the student/teacher contract #6 is followed).

It is extremely important that all of us understand the procedures and are consistent in their use. If you have any questions or suggestions, please do not hesitate to see me.

Your support, cooperation, and feedback are greatly appreciated. THANK YOU!!

Attached is a list of all students and teachers involved in this program.

cc

Appendix F

Administrator's Memo

To: Administrator

From: ESE Specialist

Date: March 29, 1990

Re: ESE Behavior Plans

Effective March 27, 1990, 16 mainstreamed exceptional students in Grades 4 and 5 have been placed on the attached behavior plan for the remainder of the school year. As stated in the behavior plan, if anyone of them receives a referral for serious misbehavior, ALL boxes are to be crossed out and an appropriate consequence provided.

I am instructing the teachers of these students to staple the behavior plan to the referral so that the above stated procedure can be implemented consistently.

I have attached a list of the 16 ESE students involved in this program so that you may become familiar with the names and can refer to this when in doubt as to whether a student is participating in the program.

If I can be of any assistance to you when these students receive a referral, please do not hesitate to contact me.

I will be monitoring the referrals (if any) these students receive throughout the remainder of this school year as part of the evaluation process to determine the effectiveness of this program.

Your continued cooperation is greatly appreciated. Thank you.

Appendix G

REWARD MENU

I. SHORT-TERM REWARD:	POINTS NEEDED
Treat (candy/sticker/pencil)	50
Lunch With Teacher	250
Teacher Assistant (pick the teacher)	250
Kick Ball Game (bring a friend)	500
Free Homework Pass	150
15 Minutes Computer Time	150
Library Pass	150
Ice Cream	250
Double Dessert	250
Picnic	500
Party	500

II. LONG-TERM REWARD:

Pizza party will be given to each student who averages 50 points per day in attendance through June 13, 1990, and reduces the number of referrals by 50 percent.

Appendix H

Parent Letter

Dear Parent:

As part of the requirements for completing my Master's Degree in Educational Leadership, I am implementing a behavior modification program to increase appropriate behavior of exceptional students in mainstream classrooms. This program will be implemented in fourth and fifth grades. One of the requirements of the program is for the plan to be signed by the parent each day.

I am asking for your cooperation by reviewing and signing your child's daily behavior plan which will be brought home each day. The behavior plan will let you know your child's behavior for the day while in school.

It is the belief that the success of this program is dependent on the student, the teachers, and the parent.

If you should have further questions, please contact Mrs. _____ at _____ after 11:00 a.m.

Sincerely yours,

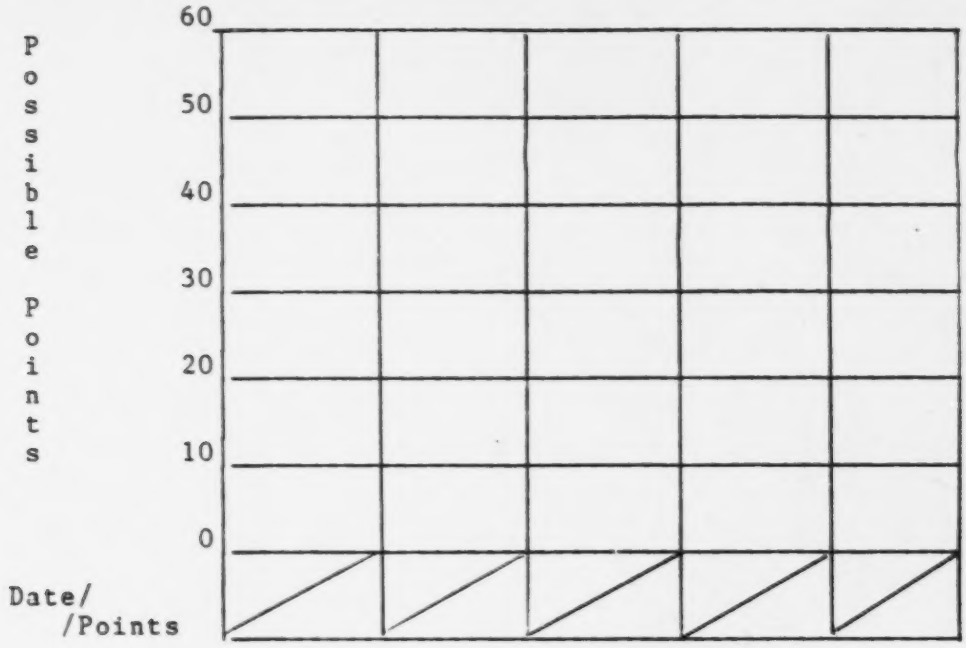
_____
Coordinator

Appendix I

DAILY POINT CHART

WEEK _____

Name: _____



Weekly Average _____

Daily Average
for the week _____

POINT SUMMARY CHART

Student Name: _____

Date	Points Earned	+	Previous Points	=	Total	-	Cashed in	=	New Total
		+		=		-		=	
		+		=		-		=	
		+		=		-		=	
		+		=		-		=	
		+		=		-		=	
		+		=		-		=	
		+		=		-		=	
		+		=		-		=	
		+		=		-		=	
		+		=		-		=	
		+		=		-		=	
		+		=		-		=	
		+		=		-		=	

Appendix K

DAILY AVERAGE BEHAVIOR CHART - TALLY SHEET

WEEK	Fourth Grade 1	2	3	Fifth Grade Students 4	5	6	7	8
1	56	60	60	50	52	55	60	60
2	52	60	46	54	50	56	52	60
3	50	60	40	24	40	58	46	55
3-Week Average	53	60	49	43	47	56	53	58
4	56	60	35	30	55	50	50	60
5	54	55	42	56	60	60	40	56
6	54	60	56	45	60	60	42	60
3-Week Average	57	58	44	44	58	57	44	59
7	60	60	52	43	60	60	33	60
8	56	60	45	40	60	60	48	55
9	60	60	58	50	60	55	56	60
3-Week Average	59	60	52	44	60	58	46	58
10	60	60	60	45	60	50	40	60
10-Week Average	57	59	51	44	57	55	46	59

Note: xx = student moved

Appendix K

DAILY AVERAGE BEHAVIOR CHART - TALLY SHEET

	Fifth Grade Students							
WEEK	9	10	11	12	13	14	15	16
1	60	55	50	42	60	58	58	60
2	60	56	52	46	60	60	42	58
3	54	56	45	35	46	38	56	48
3-Week Average	58	56	49	41	55	52	52	55
4	60	45	40	55	53	43	55	43
5	54	36	40	48	xx	56	50	58
6	60	60	60	40	xx	58	45	60
3-Week Average	58	47	47	47	xx	52	50	54
7	58	54	48	23	xx	60	58	50
8	60	43	45	36	xx	54	38	60
9	60	58	50	16	xx	54	60	58
3-Week Average	59	52	48	25	xx	56	52	56
10	60	50	60	35	xx	50	60	53
10-Week Average	59	51	51	37	54	53	54	55

Note: xx = student moved

Appendix L

Behavioral Referrals - Student Tally Sheet

Student	NUMBER OF REFERRALS Before (and) During Implementation 26 weeks 8/89-3/90	Weeks 3	6	9	10	Total
1	10	0	0	0	0	0
2	0	0	0	0	0	0
3	7	1	0	0	0	1
4	11	1	0	1	0	2
5	1	0	0	0	0	0
6	0	0	0	0	0	0
7	14	1	1	1	0	3
8	3	0	0	0	0	0
9	1	0	0	0	0	0
10	7	0	1	1	0	2
11	5	0	1	1	0	2
12	5	1	0	0	1	2
13	0	0	0	0	0	0
14	2	1	0	0	0	1
15	11	1	0	1	0	2
16	2	0	0	0	0	0
TOTAL	79	6	3	5	1	15
WEEKLY AVERAGE	3.0	2.0	1.0	1.7	1.0	1.5

Appendix M

Behavioral Referral - Teacher Tally Sheet

Teacher	Number of Referrals Before Implementation 8/89-3/90 26 weeks	During Implementation 3/90-6/90 10 weeks	Percent of Weekly Reduction
1	5	2	
2	13	3	
3	11	1	
4	2	0	
5	0	1	
6	9	0	
7	3	0	
8	2	0	
Subtotal	45	7	
Weekly Average	1.7	.7	59%
9 (Spec Ed)	0	0	
10 (Spec Ed)	3	0	
Subtotal	3	0	
Weekly Average	.12	0	100%
Aides/ Substitutes	31	8	
Subtotal	31	8	
Weekly Average	1.2	.8	33%
Total Number of Referrals	79	15	
Weekly Average	3.0	1.5	50%

Appendix N

Monitoring Form

Student: _____ Date: _____

Teacher: _____ _____
(regular) (exceptional)

Monitoring Questions to be Addressed

1. _____
2. _____
3. _____
4. _____

Date	Outcomes	Comments and Log of Events